

VIEWING ENGLISH LEARNING THROUGH THE EYES OF SPECIAL NEEDS STUDENTS: A NARRATIVE INQUIRY ON VR IMPLEMENTATION WITH MILLEALAB

ABSTRAK

This research is focused on the implementation of the MilleaLab VR platform for teaching English to a student with ADHD at SMP Plus Rahmat, Kediri, Indonesia. Traditional methodologies in teaching are often less engaging for students with ADHD, and alternative methods are increasingly needed. That is where Virtual Reality comes in. MilleaLab can offer an interactive learning environment that takes away stress, maintains focus, and increases interest in learning. After going through Narrative Inquiry, one could deduce that the participant was interested in learning because of the enrichment through Virtual Reality learning. The student was very keen to learn and was more relaxed when it came to learning English; this meant that Virtual Reality did have some advantage over its rivals. The student showed a more profound understanding of the stories told during the classes and seemed to remember them more; this would mean that VR can significantly improve memory and understanding. This points to the need to offer teaching techniques relevant to each individual for the students to continue their studies with success. These findings point out Virtual Reality as the preferred method of teaching, where the student mentioned the desire to continue working on MilleaLab. The results form an emerging understanding of the place of VR within inclusive education and point to some potentially productive directions for further research into the use of technology within diverse learning environments.

Keywords: ADHD; millealab; narrative inquiry; teaching english; virtual reality